

IHE Bachelor Performance Report

Western Carolina University

2013 - 2014

Overview of the Institution

Western Carolina University, located in Cullowhee near the Great Smoky and Blue Ridge Mountains 52 miles west of Asheville, has a long history as a teachers' college. Robert Lee Madison, the first president of the university, started the Cullowhee Academy in 1889. In 1891, the Cullowhee Academy became Cullowhee High School through a state charter granted by the General Assembly. Madison's dream, called the "Cullowhee Idea," was to make education widespread and to provide teachers for village and rural children in the region. A state-supported normal department was established, and teacher preparation began in southwestern North Carolina in 1891. Today, Western Carolina University is a coeducational residential public university of more than 10,000 students (57% female) on a 600-acre main campus. Western Carolina University is a comprehensive regional university within The University of North Carolina system, offering a broad array of undergraduate and graduate programs in the arts, sciences, and professions. The University serves the people of North Carolina from its residential main campus at Cullowhee, situated between the Blue Ridge and Great Smoky Mountains, and through its resident credit programs in Asheville and Cherokee. Western Carolina University is located in Jackson County and is in an unincorporated area. According to the 2010 U. S. Census for Jackson County, 0.9% of the population is Asian, 2.5% is African American, 2.8% is Hispanic, 10.6% is American Indian and 84.3% is White. The 2010 census indicates that 51.2% of the population is female. The region in which Western Carolina University is located has been reviewed for status as a National Heritage Area due to the region's unique characteristics and culture. Western has a long and rich tradition of producing excellent professional educators. The institution has approximately 457 full-time faculty members, 73% of whom hold doctoral or terminal degrees. Five undergraduate Colleges include Arts and Sciences, Business, Education and Allied Professions, Fine and Performing Arts, Health and Human Sciences, and the Kimmel School of Construction Management and Technology. In addition, Western has the Honors College and the Graduate School.

Special Characteristics

WCU is located in the township of Cullowhee, which has a population of approximately 4,000. Western provides basic services such as water and electricity to the immediate area. Our service orientation became part of WCU's tradition as the community around it grew. The tradition continues today in the "Western Way" where the institution reaches out and supports the region of the very rural westernmost mountain counties. Western is well known for its innovation in technology. For example, Western was the first NC public institution to require all entering freshmen to have a networkable computer. The College of Education and Allied Professions houses units and clinics that provide significant outreach services to the public schools in our rural region. These units include the Office of the Director of the North Carolina Council on Accreditation and School Improvement (for the Southern Association of Colleges and Schools

(SACS), Teacher Recruitment, Advising, and Career Support (TRACS), and the Psychological Services Clinic. TRACS is housed within what is now commonly referred to as Suite 201 (for its location in the Killian building) and includes the offices of the associate dean, assessment director, licensure, field experience, recruitment, retention, teacher education admissions, advising, and beginning teacher support. In addition, the College frequently collaborates with the North Carolina Center for the Advancement of Teaching located adjacent to the WCU campus, Base Camp Cullowhee (BCC), as well as the Western Region Education Service Alliance (WRESA). The services of the units and clinics as well as those of our faculty and staff are characterized by the “Western Way,” the attitude that going the extra mile (figuratively and literally) is an integral part of the job. For example, to our knowledge, Western has a long-established School-University Teacher Education Partnership whose focus goes beyond providing support to beginning teacher to professional development for career teachers. There is a strong collaborative relationship between the College of Education and Allied Professions and the Colleges of Arts and Sciences and Fine and Performing Arts aimed at supporting teacher education and the public schools. The university and college are strongly committed to partnering with the public schools in order to educate pre-service teachers to teach all children to high standards, to assist beginning professional educators to be successful and remain in the profession, and to provide quality staff development for career professional educators. The College fulfills its mission by first providing high-quality programs to our students in all of areas of study, with emphasis on professional education and related areas. Second, we prepare graduates who will positively impact the region as educators, administrators, and other professionals in human services, in schools and elsewhere, from birth through higher educational settings. Finally, we actively engage in our region as teacher-scholars through collaboration, consultation, direct services, and scholarly endeavors, in a variety of environments. Our vision is to become the regional source of expertise and current information in professional education and allied professions. In these areas of expertise, our college should be recognized as the first choice for educational programs, collaboration and consultation, engaged scholarship, and leadership throughout western North Carolina. In addition to service to the region and the state of North Carolina, WCU has worked with the Ministry of Education in Jamaica for more than 40 years to provide courses in Jamaica and on Western’s campus so that teachers there can complete BSEd and MAEd degrees. The College of Education and Allied Professions constructed a [strategic plan](http://www.wcu.edu/academics/departments-schools-colleges/CEAP/about-the-college/ceap-strategic-plan.asp)*, approved in April, 2013.

* <http://www.wcu.edu/academics/departments-schools-colleges/CEAP/about-the-college/ceap-strategic-plan.asp>

Program Areas and Levels Offered

The professional education licensure programs that follow are offered at Western with notations indicating the levels of the programs. Pre-Kindergarten (B-K): Birth-Kindergarten – A; Elementary Education (K-6): Elementary Education – A M; Middle Grades Education (6-9): Middle Grade Language Arts – A M; Middle Grade Mathematics – A M; Middle Grade Science – A M; Middle Grade Social Studies – A M; Secondary Education (9-12): English – A M; Mathematics – A M; Comprehensive Science – A; Biology – M; Chemistry – M; Comprehensive Social Studies – A M; Special Subject Areas (K-12): Reading – A (add-on); Art – A M; Music – A M; Health & Physical Education – A M; Second Language Studies: Spanish – A; Inclusive Education (leads to Elementary Education and Special Education: General Curriculum (K-6)) – A; Exceptional Children (K-12): General Curriculum – A M; Adaptive Curriculum – A M; Academically Gifted – A (add-on), M; Mild to Moderate Disabilities – M; Severe and Profound Disabilities – M; Severely/Profoundly Mentally Disabled – M; English as a Second Language –

M; Speech-Language Impaired – S; Special Service Personnel (K-12): School Administrator – M
S D; School Counselor – S; School Psychologist – S. Notations: A= Initial Level, M= Advanced
Level, S= Specialist's Level, D= Doctoral Level.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Asheville City, Buncombe, Graham, Haywood, Henderson, Jackson, Madison, McDowell, Mitchell, Polk, Transylvania	21st Century Priorities: Globally competitive students; 21st Century Professionals.	High School Mathematics Contest	March 25, 2014	400 students and 70 teachers	Students solve math problems. Their work is judged and evaluated for recognition. Stimulates interest in mathematics and math education. Further, it provides an opportunity to recruit promising young students into math-related fields including teacher education.
Regional – Western NC	21st Century Priorities: Globally competitive students; 21st Century Professionals; Leadership Guides Innovation; 21st Century Systems; Healthy & Responsible Students (NC DPI Goal 1, 2, 4, 5 & SUTEP goal 4, 5)	Western Regional Science & Engineering Fair	February 5 & 6, 2014	300 students, 45 teachers, 30 parents, & 16 counties participated in the WNC Science Fair.	Students participated in judged program for science-related projects. There were two different days based on student grade level status. Further, this attracts students to science-related fields and/or teaching.
Regional – Western NC Swain County	NC DPI 2, 5	Social Emotional Training	January 14, 2014	91 students, 10 teachers, & 1 administrator	Provided social emotional training in the way of behavioral interventions for teachers and assistants as well as the director for children inattention, oppositional defiance, anxiety

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					and emotional reactivity.
Jackson County	NC DPI 5, SUTEP 4	Farm to School	January 1, 2014	120 students & 6 teachers	Pre-service teachers lead lessons on healthy eating, planting gardens, and cooking/taste tests. Assist on farm field trips
Statewide	21st Century Priorities: 21st Century Professionals.	Assist Lateral Entry Teachers through the licensure process.	Summer/Fall, 2013 & Spring, 2014	Over 500 contacts with lateral entry teachers	Support LEA's in getting teachers certified. Support NCMTEC. Supports the teacher shortage in NC.
Regional – Western NC	21st Century Priorities: Globally competitive students; 21st Century Professionals.	High School Teachers of Tomorrow Conference	October 14, 2013	116 students and 14 teachers participated	Recruitment activity to help with teacher productivity goals.
Regional – Western NC	21st Century Priorities: Globally competitive students; 21st Century Professionals.	Middle School Teachers of Tomorrow/Reaching to Teach Conference	March 21, 2014	67 students and 12 teachers participated	College access/ Recruitment activity in response to the teacher shortage.
Regional – Western NC	21st Century Priorities: 21st Century Professionals.	Mid-Year Beginning Teacher Symposium	February 28, 2014	75 teachers and 5 total counties participated	Professional development for beginning teachers.
Statewide	Teacher Recruitment (SUTEP Goal 6)	Future Teachers of	February 22 2014	>100 HS students, 10	10 preservice teachers and 1 advisor attended the conference as recruiters for

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		America/Teacher Cadet Conference in Raleigh, NC		preservice teachers, & 1 advisor	WCU
Regional – Western NC	21st Century Priorities: 21st Century Professionals.	Workshop on Classroom Management	October 7, 2013	44 teachers and 7 total counties participated	Professional development for beginning and experienced teachers.
Statewide	21st Century Priorities: Globally competitive students; 21st Century Professionals; Leadership Guides Innovation; Healthy & Responsible Students.	Tournament of Champions Marching Band Contest	October 12, 2013	2500 students, 28 teachers and 4300 parents participated.	Support the arts programs through instruction and competition. The Tournament of Champions Marching band contest is an invitational competition that invites 25 of the Southeast's top high school marching bands to WCU annually. Several bands in NC are invited annually.
Regional – Western NC	Teacher Recruitment (SUTEP Goal 6)	After-school program on campus (two days per week)	Fall, 2013-Spring, 2014	28	28 emergent bilingual children served. 20 WCU students in education programs are volunteer tutors and caregivers.
Regional – Western NC Asheville City Jackson County	NC DPI 2, 5 & SUTEP 4, 6	Pen Pal Program	Fall, 2013-Spring, 2014	120 students & 5 teachers	Schools participated in a pen pal program between their students and my mathematics methods students for a semester which culminated in the students visiting WCU campus to meet their pen pals for a tour and for lessons taught by their pen pals.

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WNC P-16 Education Consortium	21st Century Priorities: Globally competitive students; 21st Century Professionals	Mathematics alignment P-16 and employers	September, 2013	70 Educators P-16, 5 employers	Math teachers P-16 worked in level-alike and vertical teams to examine curricula, standards, and strategies. Employers shared math skills desired in workforce.
Regional – Western NC	21st Century Priorities: 21st Century Professionals.	Beginning Teacher Induction Symposium	August 13-14, 2013	132 teachers and 9 total counties participated	Professional development for beginning teachers.

B. Brief description of unit/institutional efforts to promote SBE priorities.

For the 2013-14 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

a) All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.

Elementary, Middle Grades, Special Education, and Inclusive Education candidates take a number of courses on digital literacy and assessment. These courses include a focus on knowledge of as well as practice and application of current classroom and instructional technologies. Each of these programs, as well as the secondary disciplines, utilizes instructional technology appropriate to the discipline. For example, SMART technology is demonstrated for teacher candidates and utilized during field experience where available. This is integrated into the content methods classes and the Internship/Student Teaching Seminar in the professional education sequence required for all teacher education students. The elementary, middle grades, and inclusive education programs require Digital Literacy course that all candidates must take. Candidates gain experience using SMART boards, Promethian Boards, and engage in a robotics curriculum. Teacher candidates are required to use technology to collect, manage and analyze data through Teacher Work Sample (TWS) methodology. Within each candidate's TWS, there must be evidence of the use of technology of assessment of instruction. This is conducted in the Internship/Student Teaching experience. Teacher candidates must also identify an area of improvement with their technology skills in the form of an Individual Growth Plan.

The CEAP is transitioning to edTPA for evidences 3 and 5 with a pilot conducted in spring of 2014 across several programs. edTPA consists of three tasks which center on planning, instruction and assessment. As with before, technology as teaching and learning tools are integral part of the internship experiences. With edTPA, candidates demonstrate mastery of both formative and summative assessments – planning and administering assessments as well as analyzing student-level data and designing or modifying instruction, reteach or varied techniques, and so on. edTPA continues our tradition of videoing lessons. Presently, candidates are doing more than recording and observing lessons. They are engaged in digital analysis of teaching performances over time. edTPA requires great care and skill in the selection of teaching segments to demonstrate mastery of tasks (e.g., instruction and assessment). CEAP candidates engage in use of a number of engaging software and cloud-based tools for audio and video analysis: Voice Thread, Teachscape, Google Glasses, and swivl technology (to better capture audio and visual components of the lesson as well as student interactions).

- b) Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. *Describe your efforts for ensuring candidates are prepared for the new Foundations of Reading and General Curriculum licensure exams effective October 1, 2014.***

Candidates in the Elementary Education, B.S.Ed. take 21 hours devoted solely to the teaching of reading and mathematics in the elementary grades (15 hours in reading, literature, and digital literacy; six hours in the teaching of mathematics). Furthermore, candidates take courses in English and math as part of the 42 hours of liberal studies and many choose a Second Academic Concentration (18 hours) in reading and/or mathematics.

We have been transitioning toward and preparing candidates for the new Foundations of Reading and General Curriculum licensure exams. During summer and fall of 2013, our efforts focused on ensuring faculty awareness of test content and program accountability. Over the summer of 2013, faculty and advisors reviewed the testing materials available online in order to develop plans for possible study modules or workshops as well as infusion of material relevant to the elementary education coursework. Teams attended state IHE professional development focuses on the exams. Elementary and inclusive education candidates take EDRD 334 Reading Language Development and Instruction in the fall of the junior year. This course centers on the content of the Foundations of Reading exam and now includes a practice exam. Mastery of this course is considered solid preparation for the exam. Information on the exams has been made widely available to candidates – including information regarding exam fees, testing dates, content preparation, etc.

WCU CEAP site: <http://www.wcu.edu/academics/departments-schools-colleges/CEAP/ceap-depts/teacher-education/future-teachers/praxis-ii.asp>

NC Site: <http://www.nc.nesinc.com/>

- c) Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement.**

Faculty in teacher education programs attended professional development sessions at IHE meetings throughout 2013-2014 in order to familiarize themselves with Home Base and Power School. Preservice teacher candidates are not allowed to access or train with these systems; however, most of our candidates work with their cooperating teachers during the year-long internship and become familiar at least a basic level.

As mentioned before, candidates have completed the Teacher Work Sample (TWS), which has a distinct focus on not only assessment, but also evidence of student learning.

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d) Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.

The Elementary Education program in CEAP has long promoted interdisciplinary study – “integration among and across the arts and other disciplines” – in the general curriculum courses [Source: [DPI](#)] Even further, every candidate in this program take a 300-level course in each of the following: music, art, and physical education (one hour each). Candidates may further choose a Secondary Academic Concentration (18 hours) in Art or Health Promotion and Wellness.

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	2
	Asian/Pacific Islander	2	Asian/Pacific Islander	3
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	9
	Hispanic	3	Hispanic	
	White, Not Hispanic Origin	97	White, Not Hispanic Origin	297
	Other	6	Other	13
	Total	112	Total	324
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	4
	Hispanic		Hispanic	
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	17
	Other		Other	1
	Total	4	Total	22
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	22
	Other		Other	6
	Total	7	Total	29
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	11
	Hispanic	1	Hispanic	1
	White, Not Hispanic Origin	18	White, Not Hispanic Origin	128
	Other	2	Other	7
	Total	22	Total	148

B. Lateral Entry/Provisionally Licensed Teachers

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	83	72
Elementary (K-6)		
Middle Grades (6-9)	17	14
Secondary (9-12)	27	12
Special Subject Areas (k-12)	14	31
Exceptional Children (K-12)	55	65
Total	196	194
Comment or Explanation: In addition to those listed above, 26 plans for licensure add-ons (Reading, AIG) were completed. The current number enrolled includes all initial licensure only enrollees during the 2013-2014 year.		

C. Quality of students admitted to programs during report year.

	Baccalaureate
MEAN SAT Total	1,187
MEAN SAT-Math	576
MEAN SAT-Verbal	565
MEAN ACT Composite	25
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-Combined	532
MEAN PPST-R	180
MEAN PPST-W	179
MEAN PPST-M	177
MEAN CORE-Combined	513
MEAN CORE-R	N/A
MEAN CORE-W	N/A
MEAN CORE-M	*
MEAN GPA	3.43
Comment or Explanation:	
*-Less than five scores reported.	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)	1	7	4	12
Elementary (K-6)	9	42		
Middle Grades (6-9)	1	19		4
Secondary (9-12)	1	29	2	1
Special Subject Areas (K-12)	2	44		2
Exceptional Children (K-12)	1	8	10	30
Vocational Education (7-12)				
Special Service Personnel				
Total	15	149	16	49
Comment or Explanation:				

E. Scores of student teachers on professional and content area examinations.

Specialty Area/Professional Knowledge	2012 - 2013 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	56	98
Spec Ed: Adapted Curriculum	17	100
Spec Ed: General Curriculum	23	100
Institution Summary	96	99
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

F. Time from admission into professional education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	48	54	45	7	1	4
U Licensure Only	5	6	3	2	1	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	1	0	1	0	0
U Licensure Only	21	15	5	2	2	0
Comment or Explanation Three ULO's took longer than eight semesters to complete the program. One baccalaureate degree seeking person took longer than eight semesters to complete the program.						

G. Undergraduate program completers in NC Schools within one year of program completion.

2012-2013		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	251	93	62
Bachelor	State	4,528	86	59

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2013-2014.

LEA	Number of Teachers
Buncombe Co Schs	403
Haywood Co Schs	282
Macon Co Schs	202
Henderson Co Schs	193
Jackson Co Schs	162
Cherokee Co Schs	145
Charlotte-Mecklenburg Schs	115
Wake Co Schs	101
Gaston Co Schs	100
Swain Co Schs	98

I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
54	0	41